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Little Flower Union Free School District

District Wide Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

The **Little Flower Union Free School District** agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents/ parental representations in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents/persons in parental relations of participating children.
- Consistent with section 1118, the school district will work with the school to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure

that not less than 95 percent of the one percent reserved goes directly to the schools.

- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;*
 - (B) that parents are encouraged to be actively involved in their child's education at school;*
 - (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
 - (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*
- The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State. <http://www.nyspirc.org/info/>

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED

DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The **Little Flower Union Free School District** will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

Include Parental representatives in the development of draft

Send completed draft to parents for review and comment

Collect comments from parents and incorporate their ideas and concerns (where appropriate) into plan

2. The **Little Flower Union Free School District** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Invite parents and parental representatives to be part of Shared Decision meetings

3. The **Little Flower Union Free School District** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Use our regional associate, Eastern Suffolk BOCES, and the Parent information and Resource Centers Websites for Resources on involving parents in productive ways to enhance the students' education.

4. The **Little Flower Union Free School District** will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

Not applicable since our school serves students from sending districts grades 3-12 only, not Kindergarten.

5. The **Little Flower Union Free School District** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Invite parents to the shared decision meetings

Send policy to parents through mail for review and comments

Collect comments from parents and incorporate their ideas and concerns (where appropriate) into plan

1. The **Little Flower Union Free School District** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph □ □

- the State’s academic content standards,
- the State’s student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child’s progress, and
- how to work with educators:

A listing of parental websites on our school website

Mailing home the course descriptions and having them posted on the school website In the future, brief descriptions of above topic in the school calendar

- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

The faculty meetings are all related to the improvement of students’ achievement in the areas of academics and behavior, including literacy and math and technology. The parents are welcome to join us.

We will forward any parental training that we become aware of to our parent, and encourage them to attend.

- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

District Administration will provide, through Power School, the addresses and phone numbers of students assigned to teachers and require teachers to make appropriate parental contact to communicate student effort, progress and achievement and concerns to parents.

Parents are invited to school events, ceremonies and the School Showcase Celebration of Learning.

Persons in parental relation or supervision (the Agency staff) are also invited to special events, ceremonies and the Showcase. They are also invited to participate in student review meetings with the parents, to develop the Behavioral Intervention Plans.

- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

The School district will provide websites of parent resources. We educate students from other districts grades 3-12 and are not involved in preschool programs at this time.

- E. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Meetings, programs and ceremonies are listed in the school calendar that is mailed home and the events are updated on the school website.

PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;

- developing appropriate roles for community-based organizations and businesses, including faith based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

Little Flower Union Free School District

School-Parent Compact

NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

SCHOOL-PARENT COMPACT

The Little Flower School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2018-2019

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Little Flower School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

The curriculum is based directly on the NYS Standards and core curriculum from www.nysed.gov. The Common Core Standards for ELA and Math have been copied and will be disseminated this year with the expectation that staff will re align their work in the areas of ELA and Math to the Common Core. The Instructional staff will have Common Planning time built into their day to work on curriculum alignment and to review student work that results from such alignment.

The students are evaluated using STAR reading and Math assessments,

The use of Positive Behavioral Interventions and Supports, Behavior Management Through Adventure and Therapeutic Crisis Intervention techniques are used to develop and maintain a safe and effective learning environment.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

The Annual Committee on Special Education Review Conference, individualized for each student.

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

Five week progress reports on academics

Quarterly reports on Academics with comments from teacher

Quarterly Reports on IEP goals

Daily Point Cards with daily progress comments will go to agency staff for the residents and will go to the parents of day students

- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Parents can call the school at 631-929-4300 to leave a message for teachers or support staff. The staff will return their phone call within 24 hours. Parents are invited to make appointments to meet with CSE members, classroom teachers support staff and administration to discuss concerns and to review student progress

- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

The parents are invited to all special events and ceremonies, including the Showcase Celebration of Learning, which is an annual event where the public is invited in to participate as students share their learning and work.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*

- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*



Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

Additional Required School Responsibilities

The **Little Flower School** will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the **Little Flower School** will:

1. Recommend to the local educational agency (LEA: **Little Flower Union Free School District**), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Work with the LEA: **Little Flower Union Free School District** in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
3. Work with the LEA: **Little Flower Union Free School District** to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.